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ABSTRACT

THE DEVELOPMENT OF A SCALE FOR MEASURING CAMPUS MORALE IS DISCUSSED. SINCE MORALE HAS HELPED TO ACCOUNT FOR INTERGROUP DIFFERENCES IN EFFECTIVENESS, IT MIGHT BE A SIGNIFICANT VARIABLE AFFECTING THE PROCESS AND PRODUCT OF HIGHER EDUCATION. TWENTY-TWO ITEMS RELEVANT TO INSTITUTIONAL MORALE WERE SELECTED FRCM THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES AND USED IN THE DEVELOPMENT OF THE MORALE SCALE. THE SCALE WAS SCORED TO YIELD A MORALE SCORE FOR EACH OF THE COLLEGES IN THE SAMPLE AND NORMATIVE DATA WERE OBTAINED USING PACE'S GROUP OF ONE HUNDRED INSTITUTIONS, WHICH REFLECTS A BROAD CROSS SECTION OF AMERICAN HIGHER EDUCATION. THE MORALE SCALE WAS FOUND TO DISCRIMINATE AMONG THE ONE HUNDRED INSTITUTIONS AND WITHIN EIGHT HOMOGENEOUS SUBGROUPS OF THESE COLLEGES. SIGNIFICANT CORRELATIONS WERE FOUND BETWEEN MORALE AND 37 INSTITUTIONAL VARIABLES AND THIS PROVIDES SOME SUPPORT FOR THE VALIDITY OF THE SCALE. (AUTHOR/RSM)

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A SCALE FOR MEASURING CAMPUS MORALE

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A campus morale scale, based on 22 items selected from Pace's College and University Environment Scales, is described.

The present report concerns the development of a tool for measuring institutional morale.[1] In the past, morale has helped to account for intergroup differences in effectiveness. Thus, such a construct may be a significant variable affecting both the process and product of higher education. There are, however, no widely used tests measuring campus morale.

The College and University Environment Scales (CUES) is a standardized test devised to measure five dimensions of the college environment, Practicality, Community, Awareness, Propriety and Scholarship. Some of the items appeared to be relevant to institutional morale. Therefore, items were selected, primarily on the basis of content, to make up an institutional morale scale. Ultimately twenty-two items were selected for use. They include items *2, 10, 14, 22, 25, 27, 28, 29, 31, 35, 37, 50, 61, 62, 63, 74, 75, 80, 82, 83, 97,* and *99* from the 160 item edition of CUES.[2] All the items are keyed similar to the 160 item edition with the exception of item number *10*. It is keyed false. Item 10 is shown below.

10. *Anyone who knows the right people in the faculty or administration can get a better break here.* (F)

The 22 item scale was scored to yield a morale score for each of the colleges in the sample. Scoring consisted of adding the number of items answered by two-thirds or more of the students in the keyed direction, subtracting the number of items answered by one-third or fewer of the students in the keyed direction, and adding 22 points to the algebraic difference between the two above numbers in order to eliminate any negative scores.

Normative data were determined for the scale using Pace's group of 100 institutions. This norm group is a baseline or standard reference group of institutions selected to reflect a broad cross section of American higher education. The morale scale was found to discriminate among the 100 institutions and within eight homogeneous subgroups of these institutions.

The scale scores ranged from 8 to 43 with a possible range of 0 to 44. The mean was 24.86 with a standard deviation of 7.46. A coefficient alpha estimate of reliability equals .90. Item-scale score correlations ranged from .34 to .77 with a median of .66. The correlation and number of items overlap between the morale scale and each of the other

[1] For further details, the reader is referred to: Robinson, L. and Seligman, R. The Measurement of Campus and Student Morale. Technical Report No. 4, Los Angeles: UCLA Center for the Study of Evaluation, 1968.

[2] A 150 item edition of CUES was first published by the Education Testing Service in 1963. A revised edition containing 160 items and a new scoring procedure is due to be published by ETS in 1969.

CUES scales are: Practicality (.05, 2); Community (.80, 8); Awareness (.55, 5); Propriety (.67, 3); and Scholarship (.61, 4).

Correlations between morale and other institutional data available were performed. The patterning of the significant correlations found with the 37 variables used, provides some support for the validity of the scale.

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